**** **Lauren Greenhill**

**2/18/13 – 2/22/13**

**NELA Internship Weekly Activity Log**

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|  | **Teacher**  **Observation** | **Teacher**  **Evaluation** | **Teacher**  **Mtgs** | **Building Meetings** | **District**  **Meetings** | **Community Mtgs/Contacts** | **Extra-**  **curricular**  **Events** | **Management Tasks** | **Other** |
| **Monday** |  |  |  |  |  |  |  |  | **NELA Mock Interviews** |
| **Tuesday** |  |  |  |  |  |  |  |  | **NELA** |
| **Wednesday** | **K & 1st Grade WTs**  **Chambers (art) informal observation** |  |  | **SLT/SIT Meeting (bullying intervention plan)** |  |  |  | **AM, Lunch, and PM Duties**  **Discipline – Gavin & Emily Whichard** | **Scheduling for PofP** |
| **Thursday** | **2nd & 3rd Grade WTs**  **Clements PofP observation** |  | **Mtg w/ Heather Wynne**  **3rd PLC** |  |  |  |  | **AM, Lunch, and PM Duties**  **Discipline: Ms. Allen’s class (Erron) & Dy’Nashia - 4 parent calls** |  |
| **Friday** |  |  | **Reading PLC** |  |  |  |  | **AM, Lunch, and PM Duties**  **Bus discipline - Elijah** | **Tech help w/ Ferguson (Syncios)**  **Friday Friends Session #2** |

**Reflection on Weekly Log:**

Mock Interviews on Monday went very well! It was very gratifying to see all of our work and our learning over the past year and a half come together in that way, and have it pay off. I received very constructive, helpful feedback from my panel, and it felt really good to be able to “prove” myself to people who didn’t really know me or what I’m about.

On Wednesday of this week, Kelvin rolled out a draft of our school’s “Bullying Intervention Plan” to the Leadership Team for feedback. It was a very productive and useful meeting, and the teachers had great insight into what tweaks needed to be made. For me, it was helpful to watch the progression of Kelvin’s thinking, and how that translated into action. Here’s what I mean by that: we have had several issues since the beginning of the year with alleged bullying incidents, and these have taken up a ton of Kelvin’s and our staff’s time and energy. Due to the fact that he has seen this as a growing issue, he realized that we needed to have a clear-cut definition of bullying, policy, and procedure in place to address these incidents. Sure, an anti-bullying clause was in our student handbook, but Kelvin recognized the need to go further—as much as to protect himself and our staff from unfounded accusations of negligence as to protect students from bullies. Therefore, he researched the policies of numerous states and schools, and put together a 4-phase intervention plan with specific action steps for the bully and the bullied. This ensures that we have a school-wide system in place to address these issues, and that these exact steps are followed each time an incident arises. Along with this, we are also in the process of developing an anti-bullying compact which students and parents will review and sign at the beginning of the year as a preventative measure to stop these actions.

To me, this is a perfect example of thinking strategically and systematically (Standards I and V). He brought the plan to the Leadership Team, and I incorporated all of their feedback to develop a revised plan. Dr. Militello has emphasized to us the importance of having systems and procedures in place for how you as a school leader handle certain situations, so that if/when you are questioned about your course of action, you simply refer back to your policy and explain the steps methodically. I can see that this bullying intervention plan will help alleviate concerns of parents, and the stressors related to unexpected, sticky situations. Your plan is your best defense.